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| Title: | Basic Health and Wellbeing Awareness for Adults |
| Level: | Entry Level 3 |
| Credit value: | 3 |
| GLH: | 30 |
| Unique Reference Number: | R/652/0164 |
| Sector Subject Area: | 14.1 Foundations for Learning and Life |
| Aim: | The aim of this unit is to provide learners with the skills and knowledge to be able to introduce learners to basic adult health and wellbeing, including physical and emotional health, and recognising when someone may need extra support. |
| Assessment Type: | Assessment of this unit will be through an internally set and internally assessed portfolio of evidence. |
| Assessment Guidance: | Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. |

Learning outcomes

The learner will:

1. Be able to know factors that affect health and wellbeing.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop awareness of simple health and lifestyle influences.

The learner must:

- 1.1 Identify basic **physical health needs**.
- 1.2 Identify basic **emotional or mental wellbeing needs**.
- 1.3 State why these needs are **important**.

2. Be able to know signs someone may need support.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise basic changes in health or wellbeing.

The learner must:

- 2.1 Identify signs of **physical ill health**.
- 2.2 Identify signs of **emotional distress**.
- 2.3 Outline why **noticing** these signs is important.

3. Be able to know simple ways to support health and wellbeing.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand basic strategies to promote wellbeing.

The learner must:

- 3.1 Identify ways to **promote physical health**.
- 3.2 Identify ways to support **emotional wellbeing**.
- 3.3 State why supporting **wellbeing is important** in adult healthcare.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Physical Health Needs

Definition:

Physical health needs are the essential requirements adults have to maintain a healthy body and prevent illness or injury.

Teaching must include:

Learners should be able to identify needs such as:

- Nutrition and hydration – eating a balanced diet and drinking enough fluids
- Personal hygiene – washing, oral care, grooming
- Exercise and mobility – keeping active to maintain strength and fitness
- Sleep and rest – allowing the body to recover

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| | <ul style="list-style-type: none"> • Medication and medical care – taking prescribed medicines or attending appointments • Monitoring health – checking for signs of illness or injury <p>Learners must identify at least three physical health needs.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards showing healthy routines • Group discussion: “Why is each physical need important for adults?” |
| <p>Emotional or Mental Wellbeing Needs</p> | <p>Definition:</p> <p>Emotional or mental wellbeing needs are the requirements adults have to feel safe, supported, and able to cope with everyday life.</p> <p>Teaching must include:</p> <p>Learners should be able to identify needs such as:</p> <ul style="list-style-type: none"> • Feeling safe and secure – protected from harm • Being listened to and respected – having opinions valued • Social interaction and companionship – reducing isolation • Support for managing stress, anxiety, or emotions • Opportunities for choice and independence • Encouragement and positive feedback <p>Learners must identify at least three emotional or mental wellbeing needs.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussion: “What would help this adult feel supported?” • Role-play demonstrating listening and support • Group mind mapping exercise: ways to improve emotional wellbeing |
| <p>Important</p> | <p>Definition:</p> <p>Meeting physical and emotional/mental wellbeing needs is important because it supports overall health, independence, quality of life, and safety.</p> <p>Teaching must include:</p> <p>Learners should be able to state reasons such as:</p> <ul style="list-style-type: none"> • Maintains good physical health – prevents illness and injury |

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| | <ul style="list-style-type: none"> • Promotes mental and emotional wellbeing – reduces stress, anxiety, and isolation • Supports independence and daily functioning – enabling adults to manage their own lives • Ensures adults feel valued and respected • Helps staff provide safe, effective, and person-centred care <p>Learners must state at least two reasons why these needs are important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case studies showing outcomes when needs are met or unmet • Reflection activity: “How does meeting these needs help adults in care?” • Group discussion: linking physical and emotional wellbeing to quality of life |
| <p>Physical Ill Health</p> | <p>Definition:</p> <p>Physical ill health signs are observable changes in an adult’s body or behaviour that may indicate illness, injury, or deterioration in health.</p> <p>Teaching must include:</p> <p>Learners should be able to identify signs such as:</p> <ul style="list-style-type: none"> • Changes in appearance – pale, flushed, unkempt • Changes in movement or mobility – limping, weakness, difficulty moving • Pain or discomfort – wincing, grimacing, complaints of pain • Changes in appetite or hydration – not eating or drinking properly • Changes in vital signs (if trained to observe) – temperature, pulse, breathing • Frequent falls or accidents <p>Learners must identify at least three signs of physical ill health.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards or images showing adults with signs of ill health |

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| | <ul style="list-style-type: none"> • Group discussion: “What might these signs indicate?” • Scenario worksheets: spotting signs in different situations |
| Emotional Distress | <p>Definition:</p> <p>Emotional distress signs are behaviours or expressions that suggest an adult is experiencing stress, anxiety, sadness, or other emotional difficulties.</p> <p>Teaching must include:</p> <p>Learners should be able to identify signs such as:</p> <ul style="list-style-type: none"> • Changes in mood or behaviour – withdrawal, agitation, aggression • Crying or tearfulness • Changes in sleep or appetite – over or under eating, disturbed sleep • Avoiding social interaction or activities • Expressing worry, fear, or anxiety verbally • Restlessness or fidgeting <p>Learners must identify at least three signs of emotional distress.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play scenarios showing emotional distress • Discussion: “How would you notice someone is upset if they don’t say?” • Observation worksheets for spotting signs in practice or simulations |
| Noticing | <p>Definition:</p> <p>Noticing signs of ill health or distress is important because it helps staff take timely action, protect adults’ wellbeing, and provide appropriate care or support.</p> <p>Teaching must include:</p> <p>Learners should be able to explain reasons such as:</p> <ul style="list-style-type: none"> • Enables early intervention – preventing worsening of illness or distress • Ensures adults receive the right support or treatment • Protects safety – reducing risk of accidents or harm |

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| | <ul style="list-style-type: none"> • Supports emotional wellbeing – allowing adults to feel heard and cared for <p>Learners must outline at least two reasons why noticing these signs is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case studies: consequences of not noticing signs • Group discussion: “How can noticing signs improve care outcomes?” • Role-play: spotting signs and reporting appropriately |
| <p>Promote Physical Health</p> | <p>Definition:</p> <p>Promoting physical health means helping adults stay healthy, prevent illness, and maintain strength and mobility.</p> <p>Teaching must include:</p> <p>Learners should be able to identify ways such as:</p> <ul style="list-style-type: none"> • Encouraging a balanced diet and hydration • Supporting exercise or mobility – walking, physiotherapy exercises • Helping with personal hygiene – washing, oral care, grooming • Supporting medication adherence – reminders or assistance as needed • Monitoring health – reporting changes or signs of illness <p>Learners must identify at least three ways to promote physical health.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards showing healthy routines • Group discussion: “How does this activity help an adult stay healthy?” • Scenario-based exercises: promoting health in daily care tasks |
| <p>Emotional Wellbeing</p> | <p>Definition:</p> <p>Supporting emotional wellbeing means helping adults feel valued, safe, and able to cope with stress or challenges.</p> <p>Teaching must include:</p> |

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| | <p>Learners should be able to identify ways such as:</p> <ul style="list-style-type: none"> • Listening and responding calmly to concerns or feelings • Encouraging social interaction and activities • Providing reassurance and emotional support • Respecting preferences, choices, and dignity • Promoting positive routines – hobbies, engagement, daily structure <p>Learners must identify at least two ways to support emotional wellbeing.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play: providing emotional support in a scenario • Group discussion: ways to reduce stress or anxiety for adults • Case studies demonstrating emotional support strategies |
| <p>Wellbeing is Important</p> | <p>Definition:</p> <p>Supporting wellbeing is important because it improves adults' quality of life, health outcomes, and ability to live independently, and ensures safe, person-centred care.</p> <p>Teaching must include:</p> <p>Learners should be able to state reasons such as:</p> <ul style="list-style-type: none"> • Maintains physical health and prevents illness • Promotes mental and emotional wellbeing – reduces stress, anxiety, or isolation • Supports independence and confidence • Helps adults feel valued, respected, and safe • Contributes to positive relationships with staff and peers <p>Learners must state at least two reasons why supporting wellbeing is important.</p> <p>Teaching could include:</p> <p>Group discussion: linking support activities to wellbeing outcomes</p> <p>Case studies: comparing outcomes when wellbeing is supported vs ignored</p> <p>Reflection: "How does supporting wellbeing affect the adult's day-to-day life?"</p> |



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